



Lehrnfreiheit



Lehrfreiheit



SHOWCASING UNDERGRADUATE RESEARCH:

The Role of the Instruction Librarian

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What is Undergraduate Research?

An **inquiry** or investigation conducted by an **undergraduate** student that makes an original intellectual or creative **contribution** to the discipline.



UI Ethnography of the University Initiative

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



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Ethnography :: a qualitative research method centered upon direct and sustained interaction with people in the context of their daily lives.

Deeper Than the Red Cup: How the Party Scene Reflects Segregation Among Fraternities

Samantha Kane, University of Illinois-Urbana Champaign
EPSY 199-Whiteness and the University

Overview

The infamous red cup full of beer is the common association with fraternity life at the University of Illinois. Even though alcohol, parties, and girls are the foci for some fraternities on campus, this does not apply to all of them. After attending several parties on campus, I noticed that the atmosphere varied depending on the people at the party. In this research endeavor, I examined how the racial demographics of a fraternity affects the dynamics of their parties.

Greek Life is a huge social network at the University of Illinois and other institutions. Understanding racial dynamics within the system may influence race relations on the larger campus.

"Traditionally our house has been like a wisp, white Anglo-Saxon protestants, like we used to not all non white people in the house and then that changed in the 50s. Only in the past 10 years or so has it become more multiracial." - White, IFC



"I feel like all fraternities don't discriminate." - White, IFC

"For like the type of party it is, it's like really just like drinking and stuff like that. It's kind of more towards the white community." - Black, IFC

What do you typically participate in at parties?

"Beer pong, tape, [drinking] card games." - Black, IFC

"Beer pong, beer bong, shot gunning, casually drinking, tape or Supp cup." - White, IFC

"Drinking of alcohol." - White, IFC

"Beer pong, was on three floors." - Black, IFC

"We definitely want to embrace our culture we definitely like want to remember those sounds that we used to hear back home or the music we like dancing to." - Latino, UGC

"Nobody really wants to dance we are not a dancing kind of group of people and people who do dance do it around the beer pong table." - White, IFC

Methods

• Interviews with 8 male fraternity members (7 from the Interfraternity Council; 1 from the United Greek Council). The group of fraternity participants included: 5 white males, 2 Latino males, 1 Asian male, 1 black male, and 1 multiracial Asian male

• The interviews were conducted in person and audio recorded, lasting between 15-45 minutes

How integrated is the Fraternity Greek System?

"I don't think it necessarily around our racial beliefs but just the fact that white people are going to have white friends, um, that's just how it works." - White, IFC

"I feel like there is a lot of fraternities that are almost all white if not just like and minorities." - Multiracial, IFC

"There is specifically black frat, so that is clearly segregation." - White, IFC

"Whiter Greeks tend to have their own kind of Greek culture." - Latino, IFC

"As far as integrating, you don't see that at all. I mean you do but not where it should be." - Latino, UGC

"It's their job to have the willingness to participate in the system." - White, IFC

Conclusion and Recommendations

It was evident that there are differences between social scenes based on the racial make up of a fraternity. Generally alcohol seemed to be the focus at predominately white fraternities, whereas a more cultural basis runs the cultural fraternity parties. However, the party scene at a fraternity is only one indication of how the Greek System at the University of Illinois is racial segregated. Many of the interviewees demonstrated they were not fully aware of its racial exclusivity among fraternities at the U of I. *Through my research I have found it is not just social interests that separates people, but it is the fear of not being accepted by others.* It is difficult to integrate fraternities because they are set up for every person to have their own social space. However, all fraternities have common goals such as helping the community with philanthropy. One way to integrate is to have fraternities fundraise for charities together. There does not necessarily have to be a social events with fraternities from councils, but they could see that all fraternities have the commonality of wanting to help the community and be leaders of our society. This would promote more intra-fraternity interaction, breaking through the intimidation. This way there is more unity in the Greek System and the organizations can start to learn about each other.

Library Seat Availability Checking System

Sanghyuk Lee, Pei-Han Hsu, Tzu-Yu Shen
PSYC 429 Human Computer Interaction LAB April 2011

Introduction

At the University of Illinois at Urbana-Champaign, most students have experienced difficulties in finding a seat for studying or group discussing in the library. In addition, students are distracted from studying by people who are walking around for finding a seat in the library. We proposed a library seat availability checking system for users to check available seats in the library. We believe this problem is important because a good study environment will also improve the performance of the university.

Had you ever had difficulties in finding a seat in the library?



System Design

There are two major functionalities in the Library Seat Availability Checking System, checking preferred seats and searching available seats. Users can either log in and set up their own preferred seats to shorten search time or start a general search which is categorized by floor, area, seats type, and number of contiguous seats.

Swipe i-card or Log In

Choose favorite seats and browse the status of these seats

Create a new favorite seat by choosing specific seat

Search Seats

Choose Floor by provided floor options with number of seats in formation

Use filters to check seats status effectively

Method

Non-experimental

Questionnaire & Observation

Asked 30 students who were studying in Grainger Library to answer the questionnaire

Observed behaviors of students while they were looking for a seat in the library

Collected and analyzed all data and designed our first prototype based on user behaviors and preferences

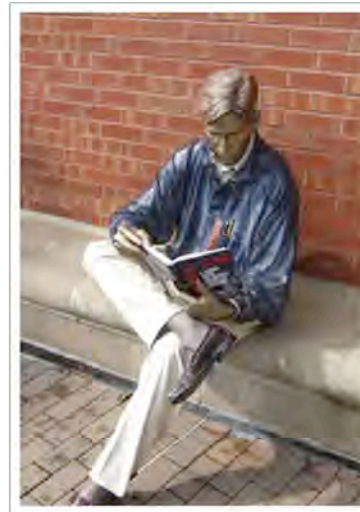
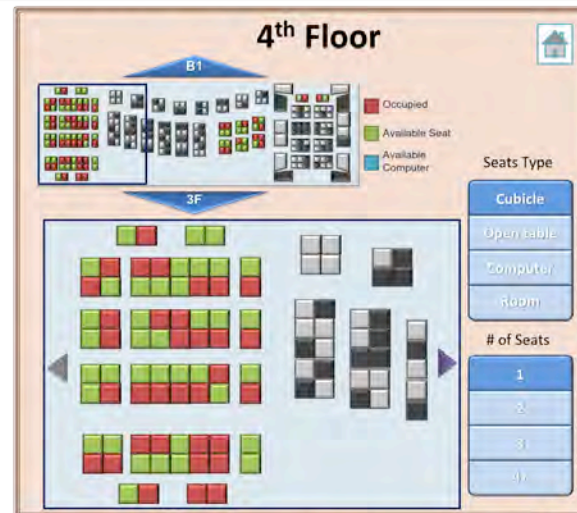
Experimental

Prototype Evaluation

Built a prototype based on the results of non-experimental method

Asked two subjects to finish four assigned tasks with our first prototype and observed user interaction with the interface with measuring time and number of clicks

Discussed with subjects about the overall experience with the prototype and the difficulties they found



Results and Discussion

How beneficial would the Library Seat Availability Checking System be to students?

15 mins
to find an available seat without system

30 secs
to get used to the system

Less than 15 secs
to find an available seat

In the experiment, the subject spent about 30 seconds to get used to the system interface. Later, two tasks were assigned to the subject: Find available seats in the library with the prototype. The subject completed both tasks in less than 15 seconds. During the interview after the experiment, the subject mentioned that on average he took 15 minutes to find a seat in the library during rush hour. With the system, he would save much time in finding seats in the library.

Recommendation

- Students need to save their time in finding seats in the library
- University has a responsibility to investigate and provide a better study environment

ARE WE THERE YET?

Overview

Through oral history accounts, archival documents, and current student narratives, this paper will attempt to investigate the impact, and implications of the University of Illinois' campus climate during the inception of the Special Education Opportunities Program (1968) formerly referred to as Project 500 as compared to the climate in 2010.

Research Question

The purpose of this study seeks to examine, evaluate, and interrogate the historical implications of the Project 500 program and the current University of Illinois racial landscape.

Research Methods

(1) Archival history and oral narratives (qualitative) will serve as the main source for information and (2) oral histories from current undergraduate students, faculty, and administrators.



Preliminary Questions

- 1) What were the implications of the student protest of SEOP during 1968-70?
- 2) How do current African American undergraduate students perceive the UIUC campus climate?

Preliminary Findings

Institutional Resiliency
 Social Capital
 Familial Capital
 Navigational Capital
 Institutional Hostility
 Resiliency Capital
 Linguistic Capital
 Aspirational Capital

Preliminary Quote

*"With this institution, you know, I really don't have like a great love for this institution personally....I really don't have a great connection with U of I. I'm not going to say that I love this school...[b]ecause it doesn't give me a great love and support...and I **wouldn't recommend** that everybody come here"*



A Historical Comparison of the University of Illinois' Campus Climate in 1968 and 2010

Terrance A. Range
 Education Policy, Organization and Leadership
 University of Illinois

Not Passive Victims: A Look at Latino/a Student Movements During the Late 20th Century at the University of Illinois at Urbana-Champaign

Melissa Newell

EOL 574: Diversity in Higher Education; Education Policy, Organization & Leadership, College of Education; University of Illinois at Urbana-Champaign

Introduction

The second half of the 20th Century has had no shortage of civil and political rights movements. The African-American Civil Rights Movement (50s-60s), Second Wave Feminism Movement (60s), and the Vietnam War Protests (70s), are a few of the movements that have helped shape the American culture and bring much needed change. These memorable movements are associated with certain ethnic/racial groups or based on gender; the African-American and female community take the forefront during this era, and it is typically easy to see the progression of these communities through the latter half of the 20th Century and how they have fought for the equality. While these dominant groups have taken the spotlight and the movements are vivid parts of the American history, there are some communities that may not be as widely acknowledged and studied for their valiant strides and powerful messages of equality for all. Since the efforts may only make up a small portion of the larger movements, or are overshadowed by the other movements altogether, some may see groups, such as Latinos/as as passive onlookers. By the definitions of Civil Rights and Movements, these efforts, while not as widely known, are key parts of the overall civil rights movements. These efforts were powerful and not only helped shape the lives of those within the community, but also those around them, defining the culture in which we live today. Other movements may dominate the era, but it is a cumulative effort of all communities and movements to achieve the larger goal of equality.

“Mexican Americans were actively seeking educational justice...their struggle, however, went largely unnoticed by most “Americans” in the United States.”

Donato & Lazerson, 2000, p. 8



1980: Latino Students at the University of Illinois Protest (in front of the Administration Building)

Purpose/Rationale/Method

University campuses around the country mirrored the movements happening around the world. The University of Illinois at Urbana-Champaign is no exception, and has been the setting for historical landmarks in time, ones which have spoken to our current campus climate. Latino/a students at this University were not bystanders to these movements sweeping through the nation. The campus was equally taken over by these larger historical events, and students on campus were fighting for rights both within and outside the University.

The purpose of this historical research is to look at how Latino/a students on the University of Illinois Urbana-Champaign campus were involved in the well-known movements/protests (including civil rights) during the late 20th Century, as well as movements and protests that this community organized. Historical research was collected from the campus archives. The study is aimed to understand how Latino/a students on campus were proactively involved during this tumultuous era.

Conclusion/Recommendations

Latino/a students at the University of Illinois Urbana-Champaign have been actively seeking civil and social rights, especially during the late 20th Century. Despite other groups that may have been more visible or more studied during this era, Latino/a students were proactive in their efforts and made great strides for all students.

The movements Latino/a students set into motion on this campus helped define the campus climate and environment everyone experiences today. Looking into the past will help provide guidance to current movements that are taking place and provide a backdrop to current struggles. The fight for civil and social justices is important, and all communities should work together to achieve this common goal. Efforts made by all communities in the past should be equally studied as they provide keys to the present and the future. Researching outside one's discipline or one's community is important since it provides unique perspectives.

Timeline

- **1940-**
The Mexican American Civil Rights Movement
- **1950-**
Civil Rights Movement
- **1964-**
Vietnam War Protests
- **1960-**
The Chicano Movement *El Movimiento* is an extension of the movement that began in the 1940s: struggle to obtain civil rights and cultivate cultural pride
Boricua Movements
- **1968**
Project 500 was the first extensive effort by U of I to offer equal educational opportunities for all of the residents of Illinois. In 1968, 565 newly admitted African American and Latino students entered the student body.
- **1974**
La Casa Cultural Latina founded
- **1980**
Latino students protest in front of the administration building
- **1992**
Latino students and their supporters occupied Office of Minority Student Affairs & Administration Building. The students called for a new director of La Casa and greater funding and autonomy for the cultural center.
- **2006-Today**
Continued protests on college campuses and throughout the country for equal rights and access as well as debates on immigration laws (including H.R. 4437). RSOs such as La Colectiva, Orgullo de Latino America, LCASO, and others help bring awareness to the UIUC campus.

“In the university environment, the civil rights movement encountered a more comfortable environment in which to conduct its work.”

Rosales, 1996, p. 60



“In 1992 Latino/a students and supporters occupied the Office of Minority Student Affairs and the Administration Building. The students called for, among other things, a new director of La Casa Cultural Latina and greater funding and autonomy for the cultural center, circa 1992.”

<http://www.library.uiowa.edu/civilrights/civilliberty/timeline/decades/1990.html>

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Student Reflections



- Enhances student learning through mentoring relationships with faculty
- Increases retention
- Increases enrollment in graduate education and provides effective career preparation
- Develops critical thinking, creativity, problem solving and intellectual independence
- Develops an understanding of research methodology
- Promotes an innovation-oriented culture



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- Increases retention
- Increases enrollment in graduate education and provides effective career preparation
- Develops critical thinking, creativity, problem solving and intellectual independence
- Develops an understanding of research methodology
- Promotes an innovation-oriented culture
- Aids in the development of lifelong information literacy skills



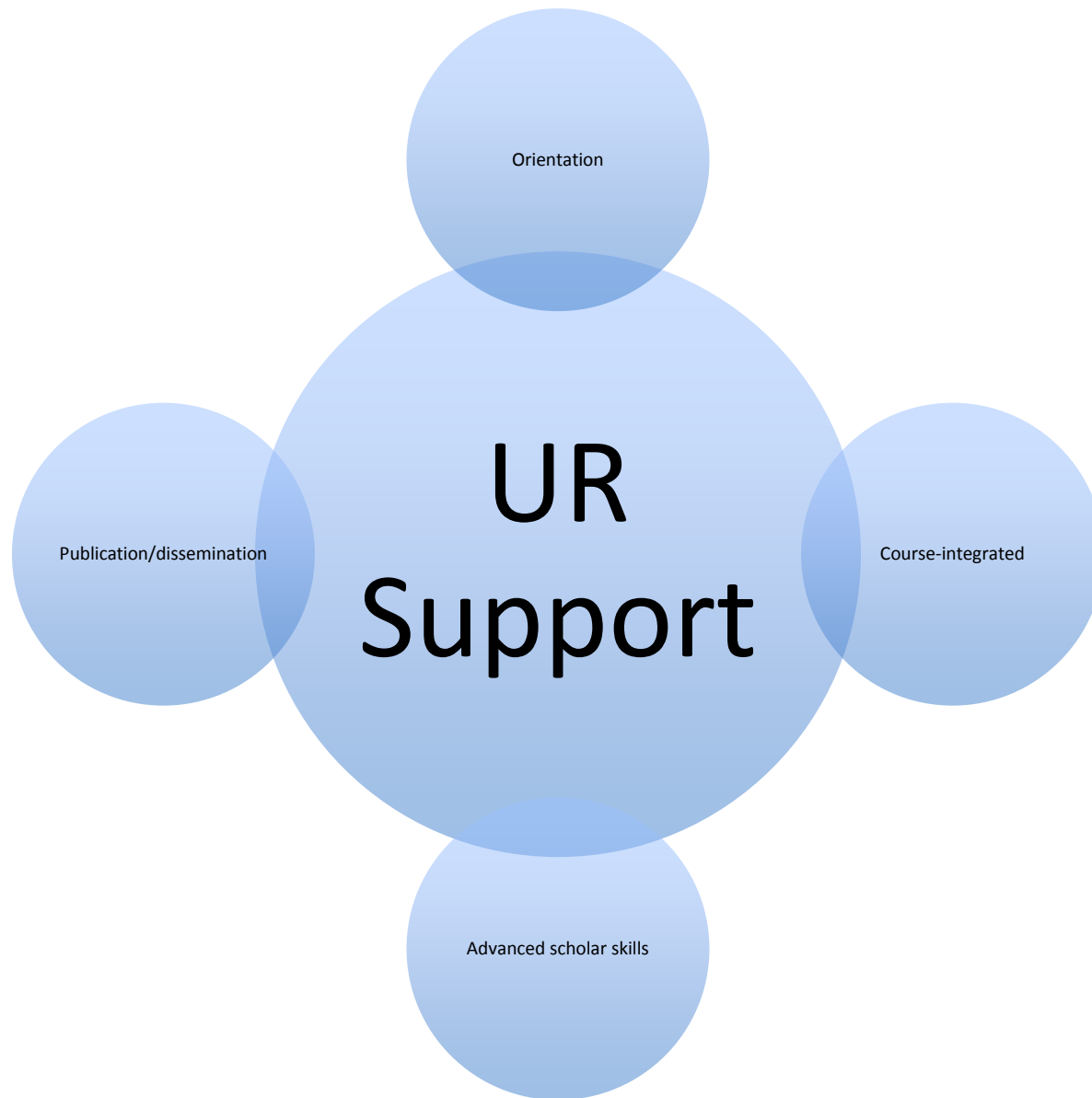


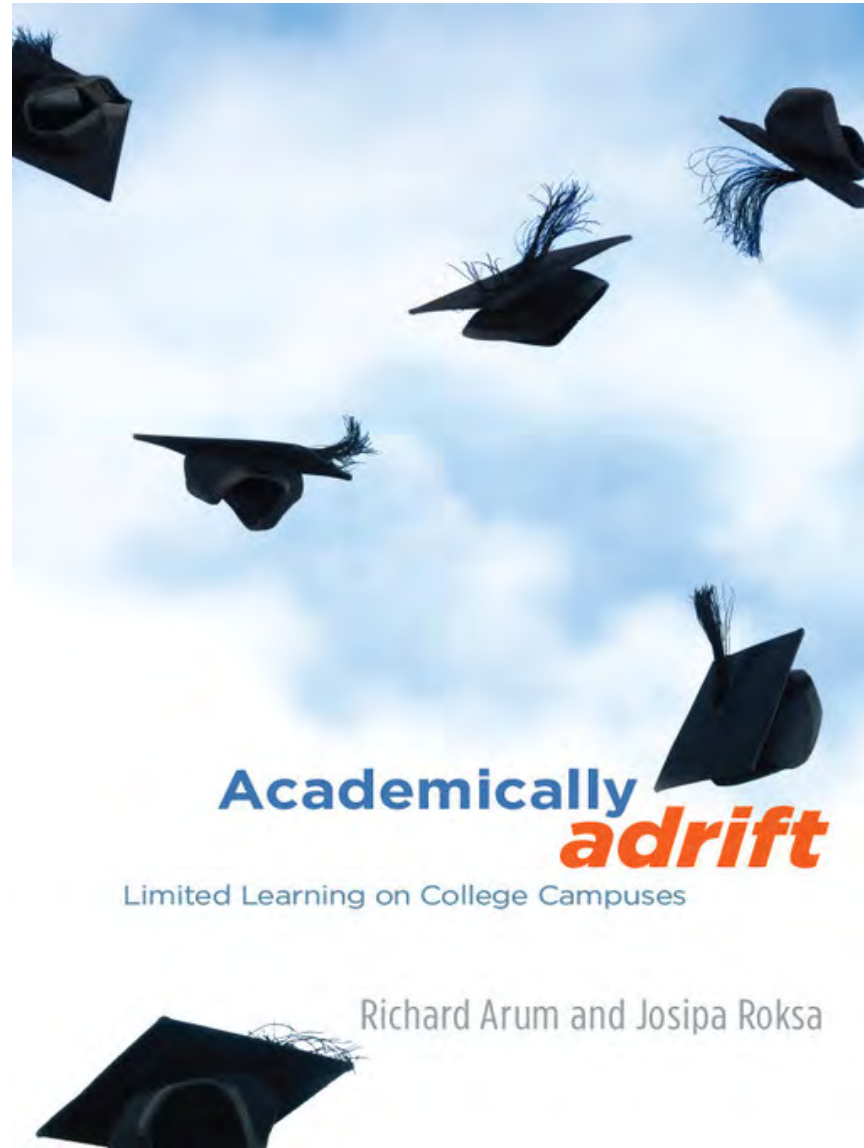
Illinois Survey

- Services provided
- Publishing support
- Creative activities
- Librarian participation
- Institutional support



consumer to creator






Academically
adrift

Limited Learning on College Campuses

Richard Arum and Josipa Roksa



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